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ABSTRACT

A kindergarten screening instrument used by the Springfield, Ohio city schools is included in this document, along with related materials concerning test norms, composite class records, and information for parents (with suggested activities for promoting child development and school readiness at home). Also included is an outline of a rationale for conducting spring screening activities; a guide for training volunteers to conduct screening activities; and a discussion of the roles, procedures, and responsibilities of members of a multidisciplinary screening team including the school psychologist, classroom teacher, speech pathologist, public health nurse, and physical education teacher. Copies of a kindergarten screening timeline, letters to parents notifying them of registration requirements, and publicity materials are provided. (RH)

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Kindergarten Screening: A Tool for Early Intervention of Learning Problems

Gary J. Molnar, M.S. and Cynthia H. Reighard, Ph. D.
Springfield City Schools, Ohio

Presentation at the National Association of
School Psychologists, April 20, 1984
Philadelphia, Pa.

Early identification of learning difficulties in kindergarten students is important to implement effective, developmental, intervention programs. This presentation discusses accomplishing this task using a kindergarten screening assessment. The utilization of parent volunteers to aid in the assessment will be discussed. Packets for parents to use in strengthening their child's identified deficiencies will be given to participants.

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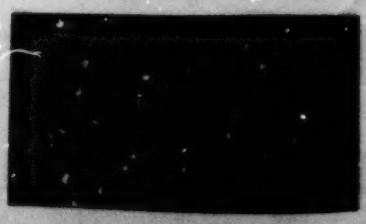

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Kindergarten Screening: A Tool for Early Intervention of Learning Problems

Gary J. Molnar, M.S. and Cynthia H. Reighard, Ph.D.
Springfield City Schools, Ohio

The early identification of learning problems has been important to the development of effective educational programs. Early identification makes possible the implementation of effective, developmental, intervention programs which capitalize upon the students' strengths and remediate weaknesses. Kindergarten screening programs have been recognized as an effective tool in the early identification of children's strengths and weaknesses and in providing the framework for developing successful intervention practices. While researchers have supported the merit of kindergarten screening programs, some practitioners have been quick to identify problems which deter from optimum use of screening results. A prime target for criticism has focused upon the timing of screening administration. Kindergarten assessments conducted immediately prior to the opening of school or during the first weeks of school provide the teacher with little time to prepare classroom strategies in advance of the students' arrival. Further, during the crucial time of the child's initial entry into school, when first impressions of education are formed, he/she is confronted with testing tasks.

To enhance optimum use of assessment results, it has been suggested that kindergarten screenings be conducted in the spring prior to the child's entrance into kindergarten. This presentation discussed a spring administered kindergarten screening program designed to identify students' learning, behavioral, and medical problems for the purposes of: 1. providing remediation activities during the summer to increase school readiness skills; 2. allowing adequate time for teachers to analyze data and devise activities to meet developmental and academic needs of students; 3. fostering for parents a positive impression of the school as an agency working to help their child; 4. properly placing students into regular or special education programs at the time of their entry into school.

This presentation focused on the use of a multi-disciplinary team to conduct the screening. The team consisted of a kindergarten teacher, parent volunteers, physical education teacher, public health nurses, and speech and language pathologist. The role and function of each team member and procedures for training parent volunteers were outlined. The multi-disciplinary team assessed the following readiness skills: body image and position, gross-motor, visual-motor, visual memory, visual perception, symbol matching, basic concepts, articulation, labeling, language, auditory memory, and vision.

Utilization of screening data were reviewed. Data gathered were analyzed by a school psychologist to establish local district norms and to evaluate test item validity and reliability. Established district norms were used as the standard for determining individual student strengths and weaknesses. Parents of students who scored at the 10th percentile or lower on any individual subtest were given written suggestions to aid in strengthening identified deficiencies during the four months prior to school. Parents were advised of medical, visual, or hearing deficiencies which needed to be corrected during the summer.

Student profiles manifesting significantly low scores across numerous subtests were analyzed by the multi-disciplinary team and, as appropriate, were referred to a school psychologist and special education supervisor for review. Referrals for in-depth assessment were considered and discussed with the parent when the need for special education services was suspected. The two main handicapping areas generally served were Early Childhood Learning Disability (ECLD) and Developmental Handicap (DH). From test data, ECLD referrals were considered when the composite score was average, but significant weaknesses were evident in language, motor, or visual perception skills. Potential developmentally delayed students were referred if their total profile was 2½ standard deviations below the district mean.

Of the 943 kindergarten students who attended kindergarten during the 83-84 school year, 82% were screened in the spring. Of those students screened at that time, 2% were referred for ECLD and DH programs. Fifty percent of those suspected of being ECLD were found eligible for services. One hundred percent referred for the Developmentally Handicapped Program were determined eligible for service. Four percent were identified as speech or language handicapped and IEP's were subsequently developed. Eight percent of the students were referred for vision testing by an optometrist.

In addition, this presentation reviewed and disseminated remediation activities for use by parents. For those students having skill deficiencies, these activities provided parents a structure for guiding their children through the critical developmental and maturational period prior to their children entering school. Through the entire early identification process, the school psychologist played a facilitating role as consultant, research statistician, and program developer.

RATIONALE FOR SPRING SCREENING

I. Parent directed readiness activities

II. Adequate planning for instruction

III. Positive school image

IV. Proper placement of students

V. District planning

TRAINING OF VOLUNTEERS

I. Characteristics of successful volunteers

II. Training

III. Test theory

IV. Sources

V. Recognition

VOLUNTEER TRAINING

Characteristics of Successful Volunteer

1. Successful rearing of own children
2. Warm and accepting personality
3. Sensitive to others feelings
4. Good health
5. Dependable
6. Flexible

Training of Volunteers

1. Provide volunteers an overview of kindergarten screening program.
2. Stress that all information about students is strictly confidential and is not to be shared with anyone outside the screening situation.
3. Help volunteers feel comfortable and self-assured. Volunteers are frequently uncertain of their skills and lack confidence. Volunteers need to overcome these feelings and discussion of their apprehensions about aiding with the assessment may be beneficial.
4. Ask volunteers to select the subtest they would prefer to administer. Train each volunteer in their specific subtest.
5. Remind volunteers to ask for help when needed during the actual assessment. Be available to problem-solve when the actual assessment is taking place.
6. Circulate through the stations to be sure the assessments are being done correctly.
7. Check with speech pathologists. They will be available to observe the volunteer to insure that auditory memory is being accurately assessed.
8. Suggest to volunteers that if they note anything abnormal or unusual about a child in terms of how they approach tasks, vision, or behavior that it is permissible to note this on the testing protocol. Possible observations may include:

squinted	speech was difficult to understand
changed hands while writing	cried
had difficulty hearing	was shy
needed to repeat directions	worked very slowly
was distracted easily	made no effort or response
very active	hostile

Testing Tips for Volunteers

1. Children look for signals and cues from the tester in order to determine which response is correct. AVOID approving nods, smiles, eye movement, and moving eye brows.

2. Frequently children will not answer without a cue. Tell the child to select the best answer. If he/she is not sure, tell him/her that it is permissible to guess.

3. Children are often over concerned as to whether their answer was correct. Some appropriate responses by the volunteer are "You're doing fine," "You're doing a good job of working," "All right." AVOID getting in the trap of telling the child that the answer is right or wrong.

4. Children waiting nearby to be tested enjoy watching their classmates take the test. Place waiting children in a location where they will not be able to see or hear the answers provided by preceding children.

5. The purpose of the kindergarten screening is to assess student's skills and knowledge. It is not a teaching situation. If, after a simple explanation, a student does not understand how to attempt a task, record a score of "0" zero for that section. Do not try to teach the child to do it.

6. Differences in scores need to reflect individual skill levels and not differences in how the test is administered within the school district. To prevent this, the test directions for administration need to be strictly adhered to.

Sources of Volunteers

1. PTO
2. Parents in classroom
3. Previous volunteers
4. Retired teachers
5. Senior citizens
6. Sunday school teachers

Recognition

1. Letter from superintendent
2. Certificate
3. Recognition at PTO
4. Article in school newsletter

Springfield City Schools
SCHOOL ADMINISTRATION BUILDING
49 EAST COLLEGE AVENUE
Springfield, Ohio 45504
1-513-328-2110

STUDENT SERVICES

Dear

Thank you for your participation with Kindergarten Registration and Screening. The screening procedure provides valuable information to aid in planning students' educational programs and to aid in remediating problems prior to students entering kindergarten. The screening could not have been conducted without your help. Your time and efforts are sincerely appreciated.

Thank you again for supporting Springfield students and Springfield City Schools.

Sincerely,

_____
Thomas J. Payton, Superintendent

_____
Gary Molnar, Head School Psychologist

_____
Principal

_____
Teacher

Certificate of Recognition

Springfield City Schools
Springfield, Ohio

This Certifies That

_____

Of _____ school is awarded this certificate for

_____

Dated at Springfield, Ohio, this _____ day of _____, 19____

_____ Principal

_____ Superintendent

THE MULTIDISCIPLINARY TEAM

I. Communication

II. School psychologist

III. Teacher

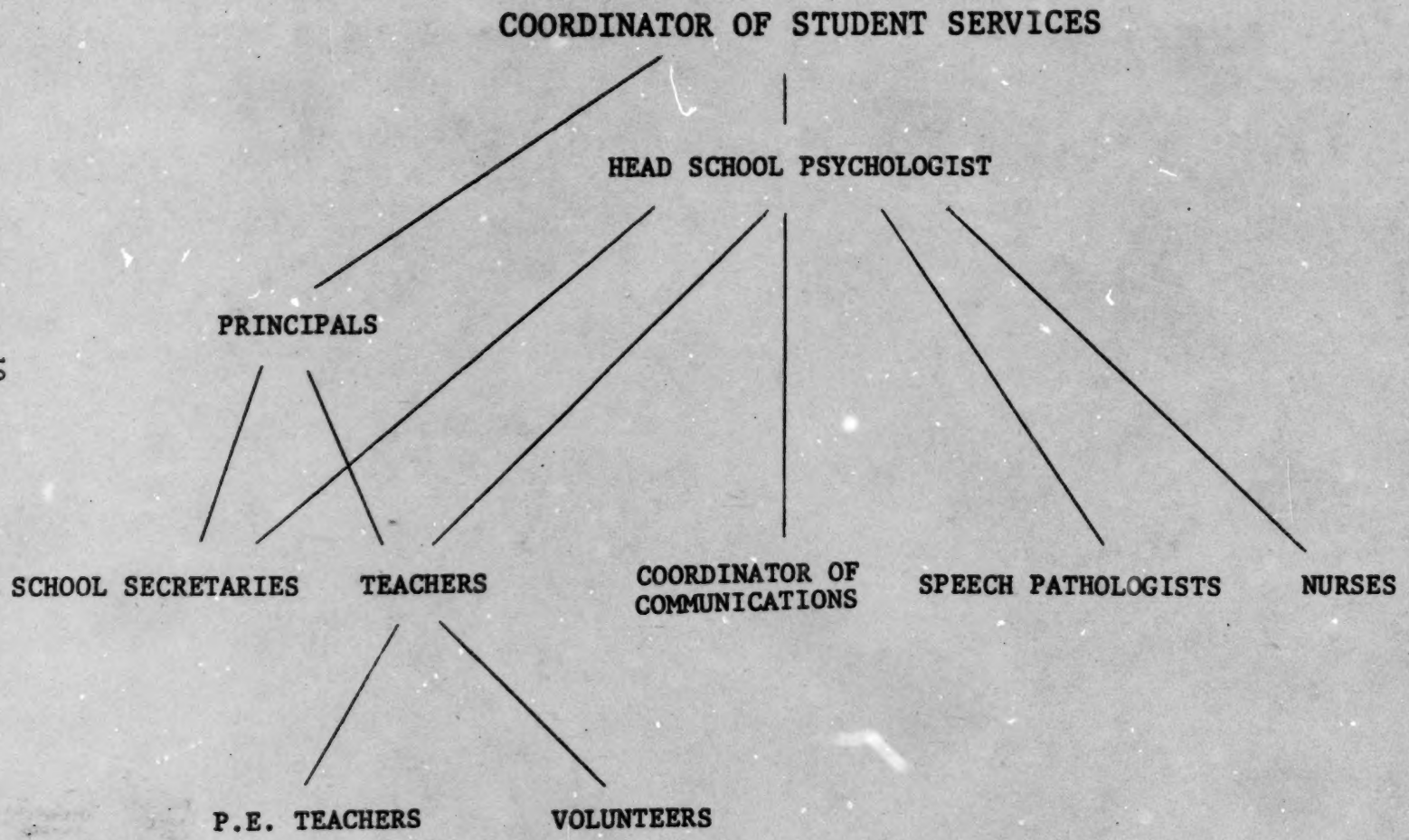
IV. Speech pathologist

V. Public health nurse

VI. Physical education teacher

VII. School secretary

COMMUNICATION FLOW CHART



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ROLE AND FUNCTION OF SCHOOL PSYCHOLOGIST

1. Coordinate all aspects of kindergarten screening.
2. Develop kindergarten screening instrument and remediation activities.
3. Meet with core team to review process, new issues (head speech pathologist, head public health nurse, representative kindergarten teacher).
4. Arrange for public relations with Springfield City School's Coordinator of Communications.
5. Arrange for materials to be duplicated and sent to appropriate personnel.
6. Contact all preschools in city limits relative to kindergarten screening.
7. Meet with kindergarten teachers to review their role and responsibilities.
8. Be available as a speaker, i.e. agencies, radio, etc.
9. Develop flyers to be sent home with all students.
10. Provide principals with information regarding roles of all team members.
11. Analyze screening data and report to teachers.
12. Act as contact person for all professionals when special education follow up is warranted.
13. Review referrals with special education supervisor to determine those appropriate for assessments.
14. Evaluate kindergarten screening process, i.e. conduct item analysis, check validity and reliability, revise test item, establish district norms.
15. Arrange district make-up screening in August.

ROLE OF SPEECH PATHOLOGIST

1. Develop screening tests and remediation activities related to language, articulation, and labeling.
2. Assess above areas at screening.
3. Informally assess hearing.
4. Follow up on students with inadequate language development by:
   a. rescreening in fall.
   b. initiating assessment for speech/language services.
   c. serving as a consultant to teacher or parent.
5. Note behavioral observations which would be helpful to teacher.
6. Refer suspected handicapped students to head school psychologist.

ROLE OF SCHOOL NURSES

1. Review immunization records.
2. Verify birthdates for legal age requirements.
3. Screen vision and recommend appropriate follow up.
4. Review students health records and history with parents.
5. Complete child census card and permanent school health record.
6. Refer suspected handicapped students to head school psychologist.
7. Note behavioral information on screening packet which may be beneficial to teacher.

ROLE OF PHYSICAL EDUCATION TEACHER

1. Assess gross motor subtest.
2. Note behavioral observations which may be helpful to teacher.
3. Refer suspected handicapped students to head school psychologist.
4. Provide feedback on effectiveness of gross motor subtests.

KINDERGARTEN SCREENING

PROCEDURES AND RESPONSIBILITIES

OF KINDERGARTEN TEACHER

1. The kindergarten teacher is responsible for coordinating the screening including:

   a. notifying physical education teacher.
   b. obtaining and training parent volunteers to assist in the assessment.
   c. recording child fact sheet data on class record.
   d. informing parents of results via "handouts" and sending tips for remediation.

2. The following needs to be done on or before the day of screening:

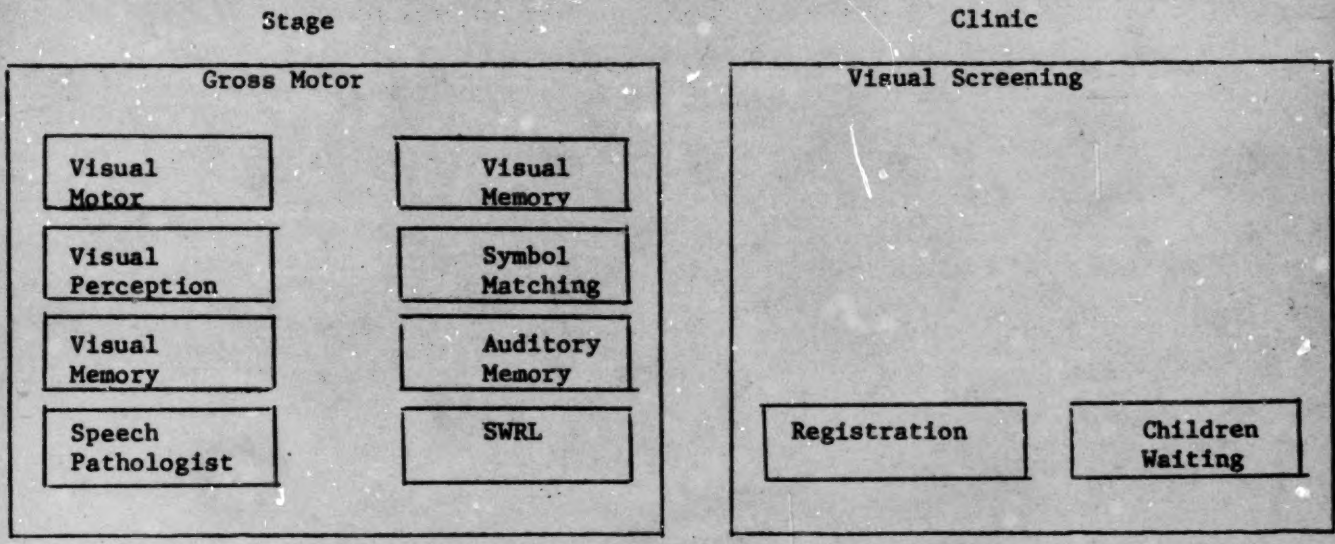
   a. obtain testing protocol.
   b. complete the identifying information on the cover of the test.
   c. complete a name tag for each child with first and last name and birthday (optional).
   d. set up facilities for screening.

3. In setting up the testing stations, be sure there is adequate space between stations to assure students are not distracted by other tests nor hear items and answers before they are given. You will need these stations:

   a. registration table(s) for nurse to have forms completed, talk to parents, look at children's teeth, and check birth certificates.
   b. waiting room, conference room, or space for nurse with parents.
   c. stations for:
      1. visual screening (20 feet needed).
      2. amblyopia
   d. testing stations for:
      1. body image
      2. gross motor
      3. visual motor
      4. visual memory
      5. symbol matching
      6. SWRL
      7. auditory memory
      8. speech pathologist (quiet area, separate room if available)
      9. stations beside parent for child to wait with books, etc. till he/she is seen by nurse and to which he/she returns after screening.

March, 1984

The following is a suggested manner to set up the facilities for the screening:



4. A total of eight volunteers are needed. Five will participate in the testing, one is to move students from station to station and to make sure the entire assessment is completed. One will help parents complete the registration form, and one will provide additional help as needed.

5. Training of the volunteers is essential to a valid assessment. The training needs to be completed before the assessment. Attached are additional directions volunteers should follow during the assessment. These additional directions are to assure uniformity in administration of the assessment.

6. During the assessment, the kindergarten teacher should act as a problem solver. This means not only identifying problems, but taking action to correct situations. Problems in the assessment packet should be recorded and forwarded to Gary Molnar, Students Services.

7. Before the child leaves a testing station, the test should be scored immediately and the score recorded on the face sheet.

8. At the conclusion of the screening, record each child's scores on the class record sheet. Submit a copy of the class record sheet to Gary Molnar, Student Services, by May 18.

9. By the end of May, you will receive 1984 norms for each subtest and be able to determine which scores are significant. When looking at the class record sheet, significantly low scores can be circled and used as means for organizing and planning learning activities. Norms reported on the Screening Report for Parents are from 1983. The speech pathologists will note if a child's performance is significant to warrant activities.

10. If, as a result of the kindergarten screening, students come to your attention who are thought to be handicapped, please let me know. Please provide me with their name, birthdate, parent's name, address, and phone number. Please specify the suspected handicap and provide some specific information about the child's functioning in relation to the suspected handicap.

Student Services will try to assess as many of these students as possible prior to the start of school. Our priority will be given to early childhood learning disabilities, visually impaired, orthopedically handicapped, multihandicapped (Town and Country). Please see your building psychologist if you have any questions regarding the appropriateness of a referral.

11. In the fall, students who have not been screened will need to be. In the event a screening is not completed prior to the start of school, you will be responsible for completing the assessments. All screenings should be completed by October 31, 1984, and results should be forwarded to Student Services.

12. At the end of the 84-85 school year, please file the cover sheet of the screening packet in the students cummulative folder.

13. For students who do not attend the May screening, a make-up date will be offered in August. If any of your parent volunteers would like to assist, please provide me with their name and phone number.

14. Please forward me a list of the parent volunteers and their addresses who assisted with screening so that their help can be acknowledged from central office.

CONDUCTING THE SCREENING

A. The physical education teacher will assess:

Gross Motor

B. Volunteers will assess:

visual motor	body image and position	auditory memory
visual memory	visual perception	
symbol matching	SWRL	

Due to the brevity of the following tests, you may wish only one volunteer to assess these pairs of subtests: visual memory and visual perception, symbol matching and auditory memory.

C. The speech pathologist will assess:

articulation
labeling
language

On the day of the screening, the speech pathologist will review how the auditory memory subtest should be administered with the volunteer.

D. The scoring criteria for visual motor is attached. Please be sure the volunteers become familiar with this.

E. Provided are booklets to assess <u>visual memory</u> and <u>visual perception</u>. Please follow directions as printed in the screening packet.

These assessments require only pointing by the child. Their response should be circled in the test booklet.

F. Primary pencils should be used by the student in completing the symbol matching and visual motor.

Springfield City Schools

SCHOOL ADMINISTRATION BUILDING
49 EAST COLLEGE AVENUE
Springfield, Ohio 45504
1-513-328-2110

STUDENT SERVICES

March 26, 1984

TO: Elementary Principals
Building Secretaries

FROM: Cynthia H. Reighard, Coordinator, Student Services
Gary Molnar, Head School Psychologist, Student Services

RE: Role of Secretary for Setting Appointments for the Kindergarten Registration/Roundup/Screening

1. Give appointment time to parent: 8:15, 9:30, 12:30, 1:45

2. Complete appointment log.

3. Remind parent to come and bring:
   a. Child
   b. Child's birth certificate
   c. Record of immunization
   d. Registration and school health service forms (which will be sent to them)

4. Stress that the child must be screened to enter kindergarten in fall.

5. Answer parent's questions:
   a. Registration/roundup/screening is at school.
   b. School nurse will review health records, immunization, birth records, and registration forms. If shots need to be obtained, the nurse will advise parents. The child must have ALL shots in order to enter school in the fall.
   c. Parents will talk with kindergarten teacher about how to prepare child for school and what goes on in kindergarten.
   d. The child will be screened for fall entrance to school and to help parents prepare child for school:
      - -vision
      - -basic concepts
      - -large and small muscle coordination
      - -copying shapes
      - -language
      - -understanding relationships between things
   e. The parent will be told the screening results and whether their child's skills:
      - -need to develop more
      - -average
   f. The parents will be given a handout which tells about kindergarten.

6. Mail to parent (if possible one week prior to their appointment).
   a. Letter confirming appointment time and date.
   b. School Health Service form.
   c. Kindergarten registration form.

7. If appointment date for your school is inconvenient for parent, please have them call Perrin Woods or Snowhill for an appointment. If your screening is scheduled for the week of April 30, they should call Perrin Woods and if scheduled for the week of May 7, they should call Snowhill if at all possible.

8. Names, addresses, and phone numbers of students who are not screened but are eligible to attend kindergarten, should be forwarded to Gary Molnar, Student Services. This would include students whose parents make appointments which are not kept and students registered after the screening.

9. Students must turn five years of age by September 30 to be eligible to attend kindergarten. Do not send any registration materials if this age limit is not met.

GM:st

KINDERGARTEN SCREENING INSTRUMENT

Retain this page for pupil's cumulative file.

KINDERGARTEN SCREENING

Name _____ Date _____
Month Day Year

School _____ Birthdate _____
Month Day Year

Age _____

Signature of Tester	Person Responsible	Test	Score Actual/Possible
_____	Asst. to Teacher	Body Image & Position	_____ /10
_____	Phys. Ed Teacher	Gross Motor	_____ / 7
_____	Asst. to Teacher	Visual Motor	_____ / 6
_____	Asst. to Teacher	Visual Memory	_____ / 9
_____	Asst. to Teacher	Visual Perception	_____ / 8
_____	Asst. to Teacher	Symbol Matching	_____ / 8
_____	Asst. to Teacher	SWRL ICP Test	_____ /25
_____	Asst. to Teacher	Auditory Memory	_____ / 3
_____	Sp Pathologist	Articulation	_____ / 1
_____	Sp Pathologist	Labeling	_____ / 3
_____	Sp Pathologist	Language	_____ /20
		TOTAL	_____ /100

_____ Follow-up speech screening recommended for fall.

_____ Visual screening _____R _____L

Spring
Revised 1984

BODY IMAGE AND POSITION

Put check mark on line following skill if reasonable proficiency is displayed by child.

Body Image and Position

Can identify body parts: (first try only) Say "Show me your . . . ."

neck _____ knee _____ elbow _____ wrist _____

heel _____ shoulder _____ ankle _____

hips _____ chin _____ fingernail _____

Knows space and direction concepts: (first try only)

In relation to body Say "Show me the . .	In relation to a table and a book Say "Put you hand . . ."
top _____ (of your head)	over _____ (the book)
back _____ (of your body)	under _____ (the book)
side _____ (of your body)	between _____ (table and book)
bottom _____ (of foot)	below _____ (the table)
left _____ (your left hand)	above _____ (the book)

Total Score = ½ number of ( ) _____ /10

GROSS MOTOR

(Demonstration permissable)

Run forward _____ _____ / ½

Run backward _____ _____ / ½

Hop on one foot _____ _____ / ½

Hop on other foot ____ _____ / ½

Jump on both feet ____ _____ / ½

Skip _____ _____ / ½

BALANCE

Can walk forward across 4 inch side of balance beam one foot after the other for a distance of 6 feet. (Score yes only when child walks across without falling off.)

Yes No (circle one) Times fell off _____

Score _____ / 1

EYE-HAND COORDINATION

Can catch an 8½" ball, properly inflated, in hands from 6 feet bounce (2 out of 3 times).

Score 1 point _____ / 1

Can throw 8½" ball properly inflated, (both hands) high enough to be caught before bouncing, (2 out of 3 times).

Score 1 point _____ / 1

EYE-FOOT COORDINATION

Can step back one step and kick 8½" ball into forward motion with top part of foot. (One try) (Score yes for perfect kick only)

Yes No (circle one) Score 1 point _____ / 1

TOTAL _____ / 7

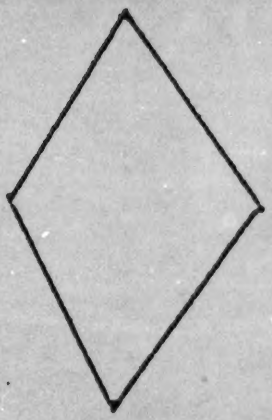
Testers: Point to symbol. Say, "Make this shape in the box I'm pointing to" (point to empty space where symbol is to be made. Do not use name of shape. (See attached scoring directions.) Be sure to watch child make symbol. Scoring depends on this.

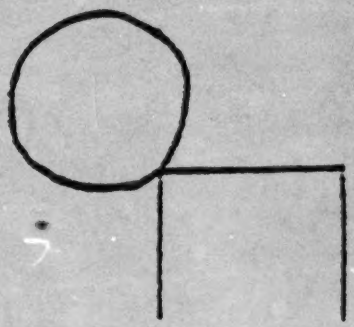
BEST COPY AVAILABLE

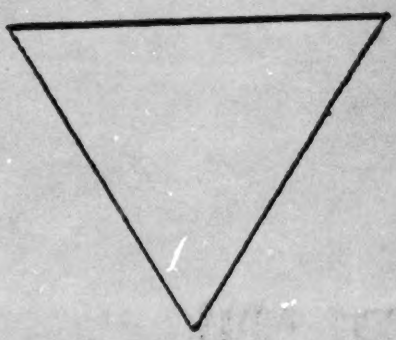
VISUAL MOTOR

Total score ____/6____ Go on page 4, 5, 6, 7.
(1/2 point each correct response)

BEST COPY AVAILABLE



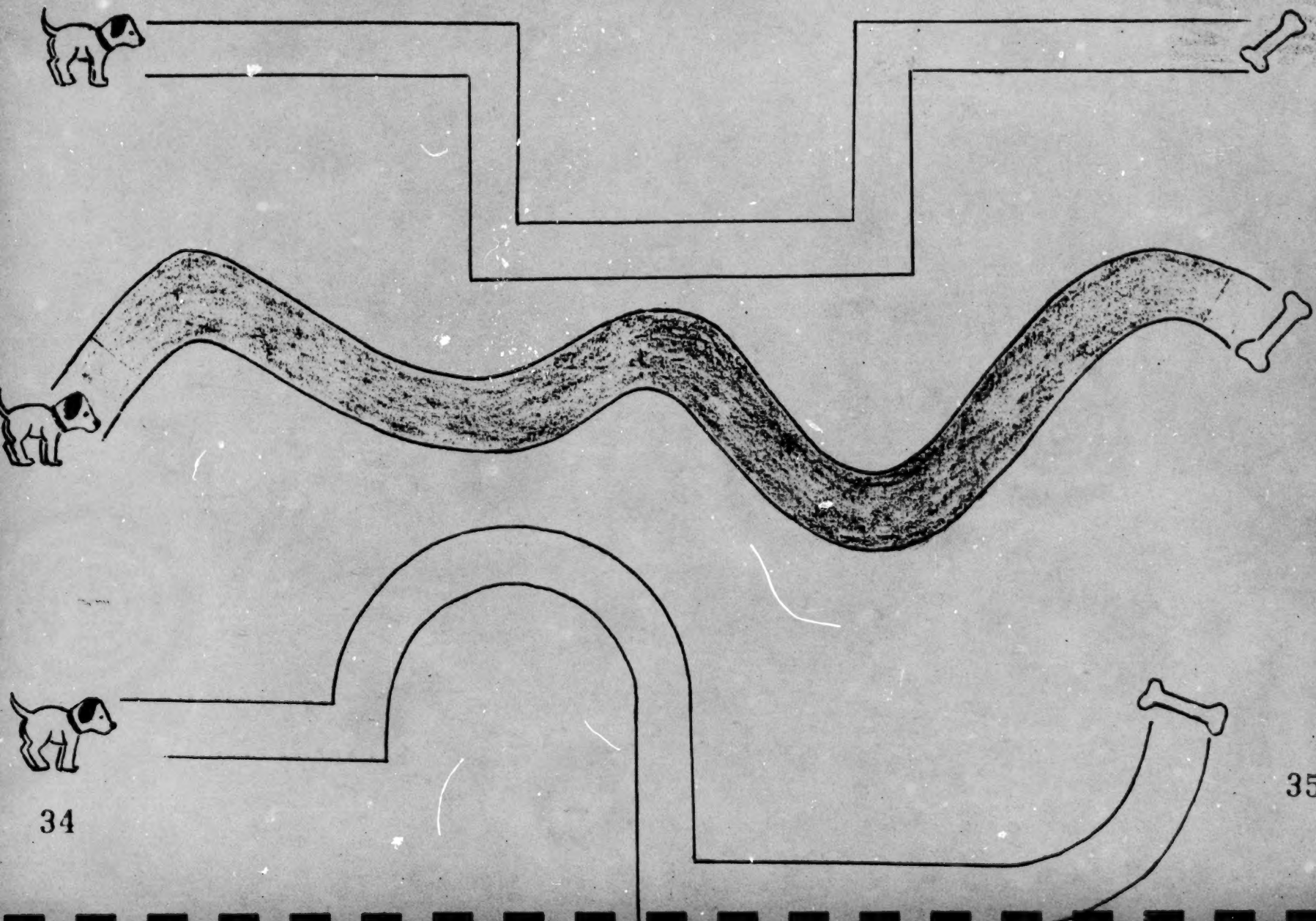




Say: "Draw a line from here to here." (Point to the 2 opposite points) "Take the dog to the bone. Stay on the sidewalk." (Point to the area between the 2 lines.) Scoring: ½ point for each drawing. Student draws inside lines. Score if student drawing is within or touches lines given.

VISUAL MOTOR

Say: "Draw a line from here to here." (Point to the 2 opposite points.) "Take the dog to the bone. Stay on the sidewalk." (Point to the area between the 2 lines.) Scoring: ½ point for each drawing. Student draws inside lines. Score if student drawing is within or touches lines given.



VISUAL MEMORY*

1. Material: Flashcard

   Procedure: Present card a to the child for 5 seconds. (Count 1001, 1002, 1003, 1004, to yourself). Say "Look at this." Turn the page after 5 seconds and say "Now find it here, point to it."

   Scoring: The child is given one point if he points to the correct drawing. Circle which drawing the child points to. The capital letter is the correct answer.

   a b c D

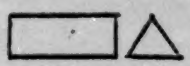
Follow the above procedures for remaining items.

2. Flashcard

   A b c d

3. Flashcard

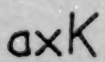
   a b C d

4. Flashcard 

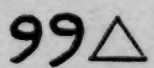
   a b C d

5. Flashcard

   a B c d

6. Flashcard 

   a B c d

7. Flashcard 

   a b c D

8. Flashcard

   a b C d

9 Flashcard

   a b c D

Score _____

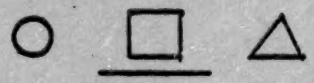
*Some items were adapted from the Motor-Free Visual Perception Test with permission of Academic Therapy Publications.

VISUAL PERCEPTION

1. Flashcard

   Procedure: Present the card to the child. Point to the square at the top. Say "See this. Find the one just like this one." (Run your finger across the 3 lower shapes.)

   Scoring: The child is given 1 point if he points to the correct figure. Circle which drawing the child points to. The correct one is underlined.



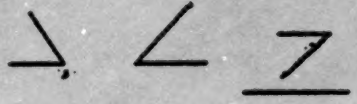
Follow the above procedures for remaining items.

2. Flashcard

3. Flashcard 6

   8 6 9

4. Flashcard



5. Flashcard NO

   ON NO OZ

6. Flashcard N

   N Z H

7. Flashcard dop

   dop top pod gob

8. Flashcard kag

   gak bag dag kag

Score _____/8

1.	2.
A: ▽ □ X +	A: R B L T
B: □ ▽ + X	B: T L B R
C: X + ▽ □	C: R B L T
D: + X □ ▽	D: T L B R

3.	4.
A: d g b p	A: cat car cap can
B: p b q d	B: car cap can cat
C: d g b p	C: cat car cap can
D: p q d g	D: car cap can cat

Example

SYMBOL MATCHING

Show child example first. (Have child point, not draw line.)

INSTRUCTIONS:

Place the marker below the example and say:
"Here's a line drawn from the picture of the head on this side to the head on this side. Here is a foot - where's the other foot? Point to a hand - where's the other picture like this, and continue in the same manner.

Make sure your child understands before beginning Item 1. Now place the marker below Item 1 and continue in the same manner.

Repeat for Items 2 through 4.

(Bottom- toward teacher)

SCORE

Item 1	Item 2
A_____	A_____
B_____	B_____
C_____	C_____
D_____	D_____
Item 3	**Item 4**
A_____	A_____
B_____	B_____
C_____	C_____
D_____	D_____
TOTAL	_____/8

(1/2 point each letter)

SWRL ICP ASSESSMENT

ITEM NUMBER																														TOTAL SCORE
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	25
+	+	+	+	+	+	+	+	+	+	+	+	X	+	X	+	+	+	+	+	+	+	+	+	+	+	X	X	+	X	
-	-	-	-	-	-	-	-	-	-	-	-	A	-	A	-	-	-	-	-	-	-	-	-	-	-	A	A	-	A	
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	

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TOTAL 25

AUDITORY MEMORY

Directions: Give the direction at a comfortable rate and in a tone of voice that would typically be used when giving directions in the classroom. Pause after giving the direction. Allow the student adequate time to follow the direction. Give encouragement, but do not repeat the directions.

Scoring: The practice item is not included in the score. For the item to be scored correctly, the direction must be completed in the sequence given. On items 1, 2, and 3, only one trial is given. The directions are not to be repeated. Be sure to have the student's attention before giving the direction.

Materials needed: pencil, book

Practice item:

SAY: "Listen to me. Do everything I tell you to do."

"Touch your nose and point to the window." No Score

If the student misses this practice, say the directions again, then demonstrate for the student what he/she is to do. Then give the practice item again to the student. Go to item 1 whether the student gets the practice right or wrong.

Test Items:

	SCORE	
1. Listen carefully. I want you to:		
Raise your hand and put the pencil on the floor.	0	1
2. Listen carefully. I want you to:		
Give me the pencil, open the book, and clap your hands.	0	1
3. Listen carefully, I want you to:		
Raise your hand, touch your nose, stand up, and wave.	0	1
Total Score		/3

Child's Name _____

Articulation

Administer Goldman-Fristoe Test of Articulation, Plates 1-26
Child must use all 8 sounds correctly to score. (Omit plates 12, 20, 23)

P B M W T D N F Articulation Score _____ /1

Labeling

During articulation test, record inability to provide correct label for the following pictures: (1/2 point each)

/knife	/lamp (light)
/scissors	/shovel
/duck	/carrot

Labeling Score _____ /3

Language

Administer Goldman-Fristoe Test of Articulation, Sound-In-Sentence Subtest
Plates 37-41

A picture will be presented. Say:
"Tell me what is happening." or "What's happening in this picture?"
The child must respond with complete sentence in order to score two (2) points.

1. He's taking a bath. Score _____ 2 0
2. He's brushing his teeth. Score _____ 2 0
3. He knocked the lamp over. Score _____ 2 0
4. He's sleeping. (He tore the cover.) Score _____ 2 0
5. They are going fishing. (He dropped his glasses.) Score _____ 2 0

Say: Listen carefully. You say what I say.
Say . . . .
(Child must repeat the sentence exactly as presented.)

6. He went up in the tree. Score _____ 2 0
7. They will play games outside. Score _____ 2 0
8. She gave the ball to me. Score _____ 2 0
9. I like to play hide and seek. Score _____ 2 0
10. She lost a ball, kite, and crayons. Score _____ 2 0

Language Score _____ /20

USE OF DATA

I. Development of Norms

II. Teacher use of data

III. Parent information

IV. Referral for special education

V. Early entrance testing

1983 NORMS

	Body* Image	Gross Motor	Visual Motor	Visual Memory	Visual Percep.	Symbol Match	SWRL Entry	Auditory Memory*	Articula.*	Labeling	Lang.*	Total Score
otential Score	12	7	6	9	8	8	25	10	2	3	10	100
ean (50%tile)	9	6	3.5	5	5	6	16	10	2	3	10	71.5
ignificant core 0th %tile	7	4.5	1.5	3	3	4	10	4	0	2.5	5	53
0th %tile	11	7	5	7	7	8	22	10	2	3	10	89

Subtest items changed for 1984

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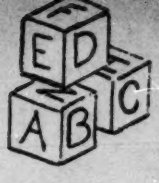
COMPOSITE CLASS RECORD

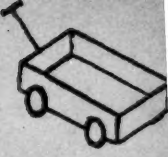
Teacher MS. TURVY School Elmwood School Year 83-84

DIRECTIONS: Circle scores which indicate need for remediation.

udent's Name	Body Image	Gross Motor	Visual Motor	Visual Memory	Visual Percep.	Symbol Match	SWRL Entry	Auditory Memory	Articula	Labeling	Lang	Total Score
ANGELA	10.5	6	4	8	7	8	21	10	2	3	10	89.5
BECKY	10	7	6	6	6	7.5	21	10	2	3	10	87
DANIEL	12	6	5	5	5	5.5	22	10	2	3	10	85.5
RYAN	11	7	4.5	3	7	6	20	10	2	3	10	83.5
DAWN	11	5	4	6	6	7	20	8	2	3	10	82
MICHAEL	10.5	6.5	3.5	7	4	7.5	18	10	2	3	10	81
KENDRA	7.5	7	4	6	6	5.5	18	10	2	3	10	79
AMBER	10	4.5	4	2	5	7.5	19	10	2	3	10	77
MELISSA	8.5	6.5	4	5	3	5.5	18	10	2	3	10	75.5
KASEY	5.5	5.5	4	4	6	6	19	8	2	3	10	73
ANDRE	10.5	7	3	4	6	5.5	11	8	2	3	10	70
SHANNON	10	5.5	5.5	6	6	8	15	2	2	3	4	67
MERLE	10	7	4.5	4	3	3	11	8	2	3	10	65.5
ANGEL	6.5	5	1.5	5	6	4	11	8	2	3	10	62
JASON	9.5	6	3.5	5	4	5	11	8	2	3	0	57
MERIAM	7	4.5	2	3	5	3	7	0	2	1.3	0	35



SCS SPRINGFIELD CITY SCHOOLS



KINDERGARTEN SCREENING REPORT FOR PARENTS

Name _____ School _____ Date _____

	Needs to Develop	Average
Body Image and Position (Body parts and positions: front, back, up down)	0-6.5	7-10
Gross Motor (Coordination and balance)	0-4.5	5-7
Visual Motor (Using small muscles to control a pencil by drawing lines and shapes)	0-1.5	2-6
Visual Memory (Remembering materials presented visually)	0-3	4-9
Visual Perception (Inspecting materials in a consistent and orderly manner)	0-3	4-8
Symbol Matching (Matching shapes, letters, and words)	0-4	4.5-8
SWRL ICP Test (Basic concepts, colors, size, positions)	0-10	11-25
Auditory Memory (Following directions)	0-1	2-3
Articulation (Saying sounds and words clearly)	0	1
Labeling (Naming objects)	0-2	2.5-3
Language (Understands what is heard and expressing thoughts in words and sentences)	0-8	10-20

Vision: Right Eye Left Eye

Immunizations needed to comply with State Law:

Immunizations are given free of charge at the City Health Department at 301 South Fountain Avenue every Tuesday from 1:00 to 3:00 p.m. (Phone: 324-7691)

3/84

VISUAL PERCEPTION AND SYMBOL MATCHING

The vision of young children develops from far to near vision. Hence, many children look beyond books. Their vision, also, refines from seeing the global configuration of objects to observing detail. Training in visual perception deals with seeing similarities and differences in form, size, color, detail, and quantity.

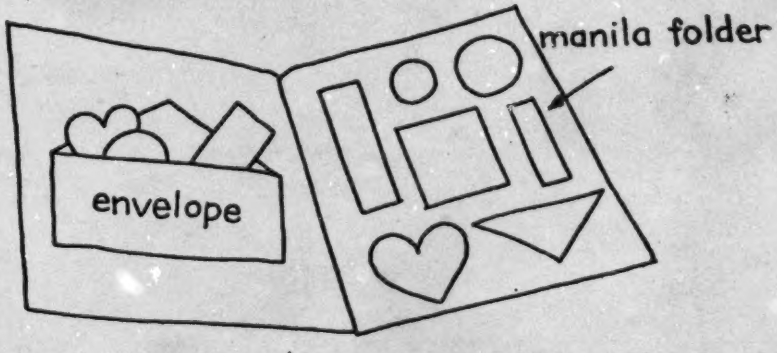
Suggested Activities for use by Entering Kindergarten Students:

1. Present a series of designs, numerals, or letters with one different in each series. Have the child identify the one that is different.

2. Present a series of letters or numerals in which one is rotated (turned in the wrong direction). Have the child identify the one that is rotated.

3. On the floor, make an outline of a number with a rope. Ask the child to walk along the edge of the rope in order to learn the shape of the number. This will help a child who reverses the direction of numbers.

4. Play the matching game by taking the paper shapes out of the envelope and matching them with the ones pasted on the folder.



5. Have the child make numbers in a clay pan. This will help the child learn the "feel" of making the number. (A clay pan is made by using a foil pan or box lid and spreading molding clay in the bottom.) Write the number in the clay then let the child trace it, next have him write it. Show your child how to make letters in clay form.

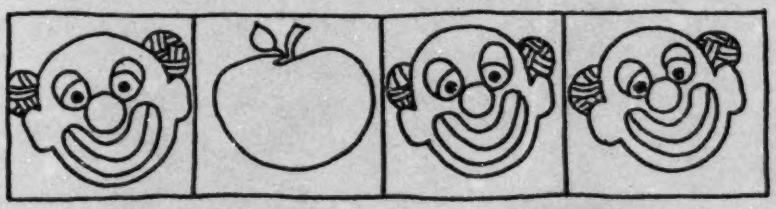
6. Play games that use numbers so that the child learns to recognize them without counting the sequence up to the number's position.

7. Use inlaid puzzles that have paired items to match.

8. Pair pictures and design cards which are almost alike and tell what part, size, or color makes them different.

9. Mark with a grease pencil or chalk one out of a series of pictures which is different. (These picture sets are made on long oak-tag strips folded into fourths and covered with plastic.)

   The picture strips may be made to distinguish color, size, and fine detail.

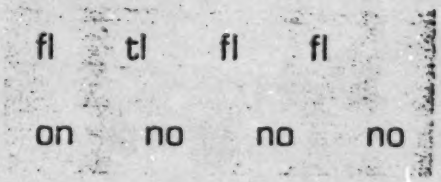


10. Paint a picture and have your child guess the missing part.

11. Use blocks that are all one color or have faces of different colors. Have the child match geometric shapes (copy from other blocks or from a picture you have drawn) by copying these models.

12. Have your child duplicate (copy) designs that you have made with beads or buttons on a string.

13. Look at a series of letters and have your child mark the one which is different.



14. Use a deck of cards. Have your child match by suit, then by numbers.

15. a. Help your child understand the meaning of SAME (or ALIKE). Compare some objects that are exactly alike. . . a pair of socks, mittens, two glasses, plates, bottlecaps, bowls, etc.
    b. Collect matching "twosomes." Place one of each pair in a box or sack, put its mate on the table. Have the child pull an object from the box and find its match or mate.
    c. Discuss objects that are alike in <u>some</u> ways. . . two balls the same shape, two crayons the same color, two spools of thread the same size and shape, etc Play the "Same Game" again and have child tell how the objects are alike (size, shape, color, texture, etc.)

16. The following commercial toys may also be helpful in developing visual discrimina skills:

Block Clock	Wood Inlaid Puzzles
Perfection	Sequential Sorting Box
Crepe Foam Rubber Puzzles	Spin and Touch Bear Shape Sorter
Snoopy Shape Clock	Care Bear Matching Puzzles
Dominoes	

VISUAL MEMORY

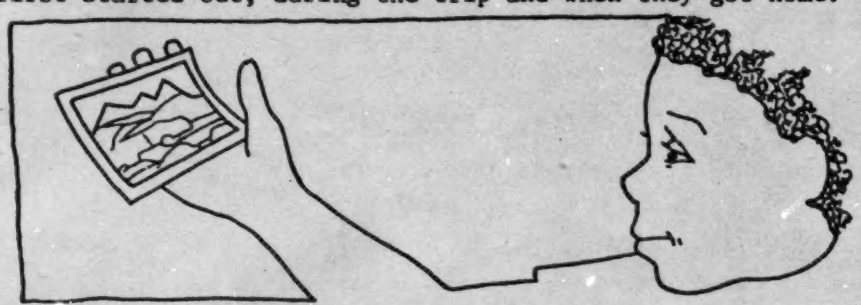
An integral part of reading is to gather meaning by thinking mental pictures (images) and to remember them. Readiness activities initiate recall competencies involving sensory experiences both actual and vicarious.

Things easiest remembered are those things which have personal meaning and associate with something already known. Also experience which brings a shiny, new idea or helps to solve a problem will be banked in memory. Situations which have emotional accompaniment tend to be indelible, as well.

Suggested Activities for use by Entering Kindergarten Students:

1. Show the child a picture for approximately five seconds. Remove the picture and present a second one. Say, "Is this picture the same as the first one?" As he progresses, decrease the time of presentation of the first picture and wait before presenting the second picture.

2. Bring in pictures of a trip the family took together. Recall what they did when they first started out, during the trip and when they got home.



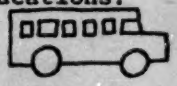
3. Present five or six number or letter cards. Briefly show the child a duplicate card. Remove the duplicate and have the child identify the same card in the original set.

4. Place a coin, pencil, eraser, button, paper clip, key, and pen on a table. Then count to ten while your child studies the objects. Have the child turn his back while you remove one item and place it in a box with several other objects. Then have him/her turn around and find the missing object in the box.

5. Arrange five or six different plastic cowboys, Indians, soldiers, etc., on the table. Cover the objects and show one duplicate plastic figure to the pupil for five seconds. Remove the duplicate, then uncover the original objects, and have the child identify the matching figure.

6. Arrange three or four items in a specific order. Have the children close their eyes while you mix them up. Have a child put them back in order or name them in order from memory.

7. Write rebus stories about vacations.

I went in the 

I saw

I saw

I saw a too.

8. Have the child close his eyes and describe his clothes, a familiar room, what you are wearing, etc.

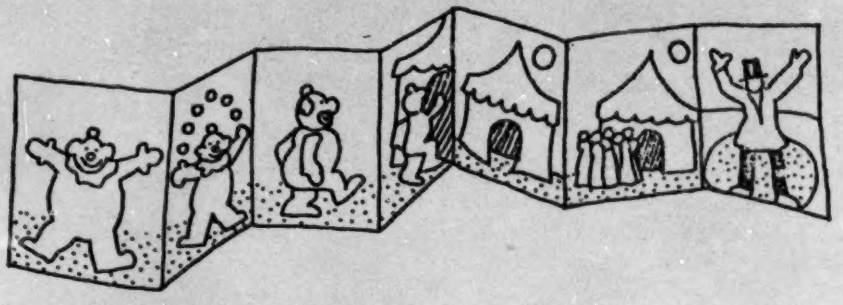
9. Have the child describe in detail what he had for breakfast, what a bee looks lik how a neighbor looks, what he saw on TV, etc.

10. Display common items such as a book, doll, pencil, shoestring, etc. Have your ch study the objects for approximately one minute. Then cover the objects and remov one, placing it in a box with other assorted objects. Remove the cover and have pupil find and present the object that was removed.

11. Take a neighborhood walk, go on a brief excursion, have a picnic, make cookies. After the experience, have your child "talk it over," recalling what he/she saw and heard, what he/she liked best or didn't like, what was something new he/she found out about, or if he/she learned how to do something they had not known befo

12. Place several familiar toys or objects on a table behind the child. Have the chi look at the objects on the table for a few seconds. Then have the child turn awa from the table and name as many of the toys or objects as he can recall. Gradual increase the number of objects.

13. Cut the sections of the cartoon strip apart and then rearrange them in sequence.



14. Show a picture from a catalog or magazine which contains a number of familiar items. Cover it and have the child name as many items as he remembers seeing.

15. The following commercial toys may be helpful in developing visual memory skills:

Picture Ominos	Memory
The Original Memory	Numbers Up

GROSS MOTOR COORDINATION AND BODY IMAGE

Learning to read is thought of primarily as a cognitive/language skill. It is, however, a physical one as well. Muscles are involved in feeling rhythm, sensing the environment, visual perception, left-to-right eye movement, vocalization and hearing. Physical development advances from gross motor movements in which large muscles are used to the refined use of small muscles such as those involved in eye-hand coordination. There should be great awareness that this growth cannot be forced nor can learning proceed until maturation has occurred. It is impossible to teach a child that which he is not ready to learn. However, when he has developed to the readiness stage, nothing can stop him.

Planned activities in movement help the child to grow in self-concept, as well. He learns to know himself in relationship to space, direction, force, and time.

Suggested Activities for use by Entering Kindergarten Students:

1. Acquire body awareness through exercises, games, dance, and following directions.

My Hands

My hands upon my head I place,
Upon my shoulders, on my face.
Then I hold them at my side,
Then behind me they will hide.
Then I hold them way up high,
And swiftly make my fingers fly.
Then I hold them in front of me,
And softly clap them one, two, three.

2. Have child hop on right foot.
3. Have child hop on left foot.
4. Have child hop first on one foot three times, then change to the other foot and hop three times.
5. Have child hop as slowly as he can, then hop as fast as he can.
6. Have child hop in a straight line, turn and hop back to the starting point. Repeat sequence on other foot.
7. Have child hop on a line to a goal.
8. Have child hop up and down in one place.

9. Have child play Hopscotch.

10. Have child jump over an object on the floor. Play "Jack-Be-Nimble" by using unlighted candle.

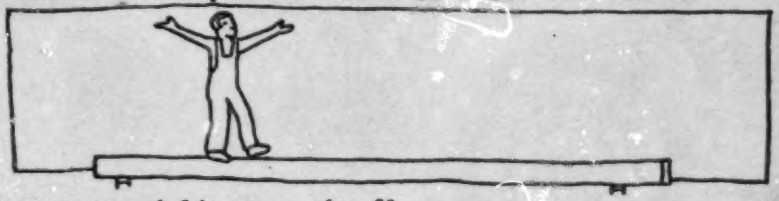
11. Have child imitate you in consecutively alternating the right and left foot in skipping around the room. If the child is having difficulty, you should hold the child's hand and skip with him until the movement has been learned.

12. Have child skip to a specific goal: table, chair, or book.

13. Skip in a small circle, a large circle, in a figure eight pattern, and to music. Use both fast and slow music.

14. Learn body control by:

walking the balance beam with head up and eyes fixed on an object or picture (clown face) placed on eye level. With practice walk backward and walk to the center and turn back.



walking, skipping, tiptoeing on taped lines on the floor

letter forms can be used also

o c e a

making tracks in the snow in straight lines, zig-zag, and circles both clockwise and counterclockwise.

15. Skip around the room holding both arms out to the side.

16. While bouncing a large ball, have your child skip to a goal and return.

17. Have your child practice throwing and catching a ball. You may wish to cut a hold out of the bottom of a box and make a game out of throwing the ball in the hole.

18. Play Simon Says.

19. Teach body parts: Right and left ears, fingers, toes, shoulders, ankles, knees, legs, arms, elbows, wrists, teeth, and sides of body. Play body identification games such as "follow-the-leader" often.

20. Trace right and left hands and feet. Cut out the hand and foot patterns. Play games having child match correct hand to corresponding cutout hand.

21. The following commercial toys may be helpful in strengthening gross motor skills:

Twister	Dr. J. Basketball	Hoppity Hop Ball
Home Run Batting Tee	Big Bounce	Big Wheels
Horse Shoes	Sit-n-Spin	Smurf Ball Darts

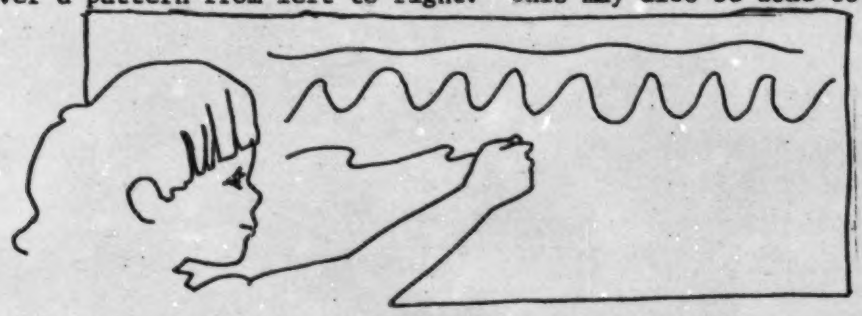
VISUAL MOTOR PERFORMANCE

Visual motor skills require coordinating fine muscles with eye-hand tasks. These tasks include copying, tracing, writing, imitating precise body movements, cutting, and manipulating objects. Using small muscle skills also relates to directionality or moving the eyes from left to right which is essential for reading.

Suggested Activities for use by Kindergarten Parents:

1. Draw a verticle line, circle, square, triangle, and diamond on a sheet of paper. Have your child copy the forms on drawing paper using felt pens or crayons, fill in the designs, and again trace the perimeter. You can cut out the forms and place them on paper, then have your child trace them again and cut out for practice.

2. Give your child the opportunity to scribble on a chalkboard from left to right. First, have he/she scribble with both hands and then with the dominant hand. The first scribbling can be free-flow. Then the child may use colored chalk to move over a pattern from left to right. This may also be done to music.

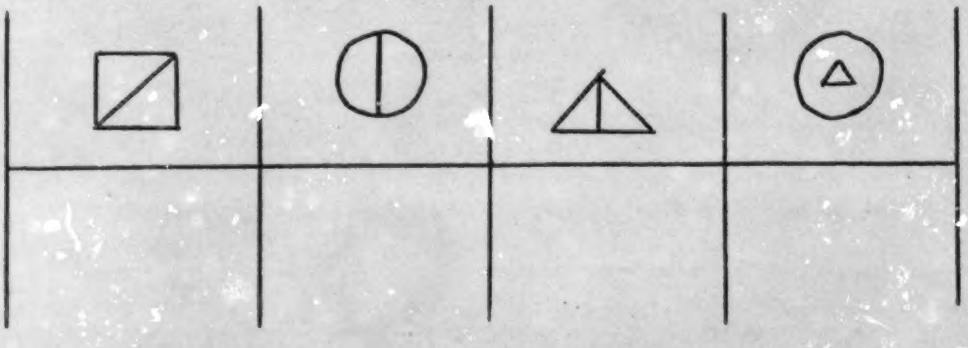


3. Commercial tracing and coloring books may be used for fine motor training.

4. Prepare geometric forms (squares, rectangles, triangles, and circles) from posterboard cardboard, or wood. Blindfold a child and have him compare the forms and identify those which are the same or different. The forms can also be traced.

5. Fold construction paper into simple geometric forms. Then have the child trace, draw, and cut along the fold lines.

6. Draw a worksheet with forms as shown below. Have the child copy the forms.



7. Practice:
   a. tying shoestrings
   b. lacing a shoe
   c. buttoning
   d. zipping

8. Draw several simple designs on white paper using heavy black ink. Place paper (thin enough to see through) over the designs and have the child trace the designs first with his finger, then with a pencil or crayon.

9. Draw two figures. Make one a dot-to-dot outline and the other a complete figure with connecting lines. Have the child study the complete figure and then connect the dots on the outline figure to make it like the complete figure.

10. String Fruit Loops or Cherrios on a string. Hang it on a tree limb for the birds to breakfast on.

11. Children may look at flash cards of shapes in mixed patterns and copy them on paper.

12. Let child hammer various size nails into soft scraps of wood.

13. Cut out the bottom of a plastic bleach bottle. Tie a wiffle ball to the handle with a piece of string about two feet long. Have child hold onto the bottle's handle, give the ball a toss, and try to catch it in the bottle.

14. Provide scissor-type activities throughout the year. Children will gain skills with scissors ONLY through frequent use.

    Have child hold the paper about 12 inches from eyes. If child has difficulty controlling scissors, use a spring-type clothespin to get the feel of cutting action. If left-handed, inexpensive "lefty scissors" can be bought in local dime stores and drug stores.

    Newspaper is ideal for learning how to cut fringe and to cut rounded edges and circles.

15. Children may dress themselves and dolls: lace shoes and fasten buttons. (A child learning to dress himself also helps with laterality--right and left sleeve, boot, mitten).

16. The following commercial toys may be helpful in strengthening visual motor skills:

Etch-a-Sketch	Loc Blocks
Lite Brite	Play Doh
Tool Tote Work Bench	Lincoln Logs
Skedoodle	Young Erector Set

BASIC CONCEPTS (ICP)

Basic concepts combines readiness skills from many areas. Basic concept may also be thought of as general information. This readiness area requires the child to understand: quantitative concepts (more, less, bigger, etc.), shapes, numbers, positional concepts (up, down, between, etc.), sequencing, and colors. These areas provide the foundation for elementary reading and math skills.

Suggested Activities for use by Entering Kindergarten Students:

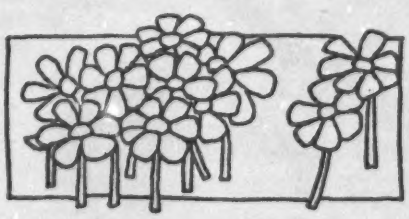
1. To teach numerals from 1 to 10, use objects or dots along with numerals to give specific evidence of the number set.

2. Classify beads, plastic spoons, fabric patches, straws, or blocks by color.

3. Zero as a symbol represents "none." Teach the concept that "0" represents "nothing". . . no thing through concrete experiences. Show an empty basket or box. Say, "How many things are in the box? None." Draw a zero to represent "none." Say, "zero." "How many pennies are in the jar? None or zero." When the symbol "0", zero, representing "none, no thing" is established, then continue with an example of counting and writing numerals to represent how many. For example: "Here is an empty box. How many things are in it? None or zero." Write "0" on the board or paper. Place one marble in the box. Parent asks, "How many things are in the box? "One." Parent writes numeral "1" on the board, then continues game through 10.

4. Use a pegboard or a marble board to form sets of things. Use counting sticks and colored paper circles for grouping into sets of more or less. Do similar activities for higher/lower, beside, on top of, underneath, etc.

5. Use concrete objects to learn about other contrasting words such as long--short, tall--short, many--few.



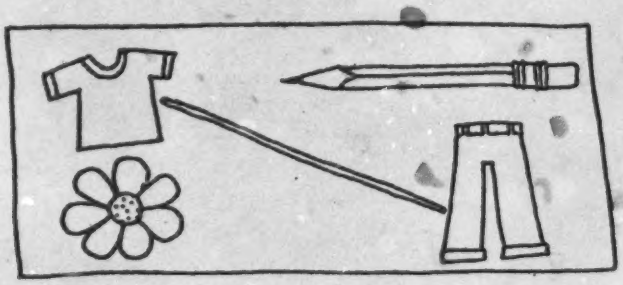
6. When giving directions, use the terms first, last, middle, and second as a way of identification. Examples: "Hand me the first card." "Hand me the last block."

7. Arrange beads in a pattern. Have the child make the pattern then show you the first bead, the middle bead, and the last bead.

8. Teach other concepts of middle, such as the middle of the body and the middle referring to inside or cener (middle of a room).

9. Have the child group picture cards of objects in pairs and tell why he grouped them in a particular way. Examples: Because both things are yellow, big, animals, plants, etc.

10. Paste pictures cut from catalogues (similar to that below) on plain paper. Have your child draw lines between those in similar groupings.



11. Have your child find identical objects in the room, such as two storybooks, two chairs or two pieces of paper. Extend exercise to telling how two things that are not identical are alike, such as a pen and pencil--you can write with both, a book and newspaper--you can read both.

12. Discuss relationships in categories, for example, a dog is an animal, a collie is a special kind of dog, a tree and a flower are both plants, etc.

13. Make letters in the sand or fingerpaint.

14. Have a child complete sentences: "Knives are to <u>cut</u>, clothes are to <u>wear</u>, food is to <u>eat</u>, etc."

15. The following commercial toys may be helpful in developing skills related to basic concepts:

Touch and Tell	Sesame Street Light and Learn
Tomy's Tutor Typer	Quiz Me
Alphie II	See N Say: Talking Learning System
Number Bricks and Symbols	See N Say: Alphabet or Colors or Numbers
Candyland	

AUDITORY MEMORY

Even though your child may have good hearing, he may still have difficulty remembering what he hears. Listening skills are learned.

Listed below are suggestions to help your child remember what he hears.

1. Say a sound pattern, i.e., Boom-Boom, Da-Da, Boom-Boom, Da-Da. Child listens and then repeats the pattern.

2. Play "Simon Says" to give practice in following directions.

3. Give child several simple tasks to perform. For example: have child dress a doll, put on two items of clothing in order, then three items in order.

4. Begin with simple directions, such as (1) come here, or (2) shut the door. Increase the complexity of the directions to include two or three things to do, like (1) close the door and sit down, or (2) hang up your coat, then come sit here by me and fold your hands.

5. Give child three crayons--red, yellow, blue. Call out three colors and have child arrange the crayons in the order that you said. The game can be varied by using blocks, pictures, shapes.

6. Name three parts of the body, such as eye, hand, and chin. Child touches the parts of his body in the order named. Continue by having child name new parts of the body. On the second round, increase the number of parts to four. Then, in each succeeding round, add one more body part to the list.

7. The learning of nursery rhyme poems, finger plays, etc., may be useful in developing auditory memory.

8. Read a short story. Child listens, then tells you the story.

9. Have child draw a picture about a story he/she has heard.

10. Have child draw a series of pictures about a story showing the sequence of the story. The series can be put on one long sheet of paper, so that the child can retell the story as the scroll is unrolled.

11. Use sequence story cards for a well-known story. Scramble the cards and have the child rearrange the cards in proper sequence. (visual memory and auditory memory)

12. Read a story and then give child scrambled sequence pictures. Have him/her put the pictures in correct order. (visual memory and auditory memory)

13. Read a story out loud. Then have child answer questions of who, what, when, why, and how.

14. Place five or six objects in front of child and give him a series of directions to follow. For example, put the green box next to the yellow pencil, then put the ball in the box. The list can be lengthened as child improves.

ARTICULATION PROBLEMS
What You as a Parent Can Do

An articulation speech problem is one in which the child is unable to make certain sounds or to use them in speech. This speech problem may be the result of imitation but they are not inherited.

Some articulatory speech defects are the result of an organic (physical) deviation (cleft palate, hearing loss, malocclusion, tongue-tied, etc.) but the majority are functional (no physical problem). The functional speech problem is often caused by ineffective speech training techniques at the age when the child should have been learning to talk. Most often the child substitutes sounds (w for r, th for s, f for th, etc.) Other children may omit sounds and/or distort the production of the sounds.

Some children will "out-grow" their speech problems, others will not. Most children can be helped to speak correctly.

SUGGESTIONS FOR PRACTICE AT HOME

1. Look through magazines together and say words that have the troublesome sounds, emphasizing the correct sound.
2. Make lists of things in different catagories (things found on the dinner table, TV programs, names, etc.) which have the child's sound to be used for practice.
3. In a friendly, casual way have the child look around him in many different situations, (such as at the dinner table, while taking a ride in the car, while at the store, etc.) and say words with the sound.
4. Read stories to him or have him read and emphasize the sound.

5. Have him watch you when you say sounds and words which contain the sound.
6. Have him listen carefully when you say the sound.
7. Both you and the child look into the mirror together while saying the correct sound and while practicing the words which contain the correct sound.
8. Praise the child often for correct speech.
9. Keep the speech practice time short (5-10 minutes daily), preferably in the form of a game. If the child seems very annoyed with your corrections, omit them.
10. Listening is very important. The child should hear and recognize the correct sound. If he is substituting the wrong sound, he should be able to tell the difference when you say it and when he says it to himself.

SPRINGFIELD PUBLIC SCHOOLS

Springfield, Ohio

ORDER OF APPEARANCE OF INDIVIDUAL SOUNDS OF ENGLISH

AGE *	SOUND	SOUNDS IN WORDS (Initial)	(Medial)	(Final)
3 1/2	b	boy	baby	tub
	p	pie	apple	cap
	m	man	hammer	gum
	w	wagon	away	
	h	hand	behind	
4 1/2	k	key	turkey	book
	g	game	wagon	dog
	t	toy	butter	cat
	d	dog	daddy	bed
	n	no	penny	ran
	ng		singing	ring
	y	yes	barnyard	
5 1/2	f	farm	coffee	puff
6 1/2	v	visit	over	have
	sh	shoe	dishes	fish
	zh		treasure	garage
	th	this	father	bathe
	l	look	milk	ball
7 1/2	s	soup	bicycle	bus
	z	zipper	scissors	buzz
	r	rope	barn	car
	th (voiceless)	thumb	toothbrush	bath
	wh	what	somewhere	
	ch	chair	matches	watch
	j	jump	enjoy	page

Note: The vowel sounds appear and are usually mastered before the age of 3 1/2.

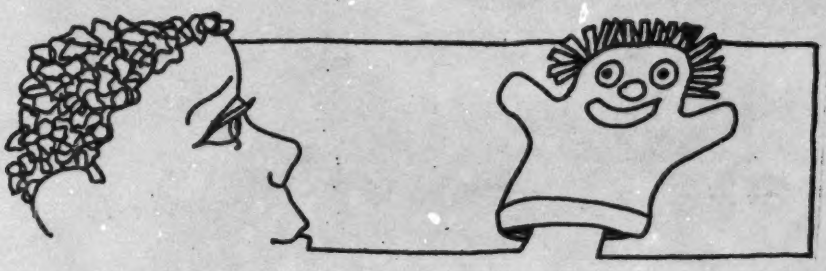
Blends such as st, sp, spl, bl, etc. are difficult and begin to emerge at various ages. We expect Kindergarten and some first grade children to say "cool" for "school", "boo" for "blue", "tar" for "star", etc. By seven years old, most blend sounds have stabliized.

* AGE This means when the majority of children are using a particular sound correctly. Some will use sounds much earlier; some later.

1983

Why is it important to build a child's vocabulary and help with language development?

In order for a child to express himself well, to understand what his friends and teachers are saying, and to learn to read, he must have a large number of words that he can use and understand. The following activities can be used to help a child build a storehouse of words that will help him to be able to do all these things. Language development can be built into everything you do at home (household chores, mealtime, bath time, story time, etc.)



A. Learning the names of everyday objects

1. Point to things around the room and ask him to tell you the name of each object.

2. Ask him to tell you what each object is "for." Example: "What do you use this (a broom) for?" "For sweeping."

B. Learning the names of colors

1. Show him a picture of the color "red," (or another color). Ask him to walk around the room and point out all the objects that he finds are red. Be sure to let him make sentences about each object: "This is a red sweater." "This ketchup is red."

2. Cut out pieces of colored paper: red, blue, yellow, green, purple, black, white, and orange. Spread these pieces of paper in front of him on the floor. Say: "Can you find the yellow piece of paper?" After each color say, "Show me something in this room that is the same color as this piece of paper."

C. Learning the names of shapes: circle, square, triangle

1. Show him a picture of a circle, or get a ball. Ask him to tell you what shape it is. Then ask him to find other things in the room that are round.

2. Draw a picture of a circle, square, or some other shape. Let him copy your drawing. Ask him to name the shape. Ask him to draw a picture using that shape. For example: a square can be made into a house, a truck, and so on.

D. Learning the names of relationships: in, on, over, under, next to, in front of, behind, inside, outside

1. Give him a piece of candy. Say: "Put the candy on your head. Put it behind your back. Put it in your mouth (and let him have it as a treat.)

2. Play a "treasure hunt" by hiding small pieces of candy or popcorn around the room. Give him clues to find them by using words listed above. Say: "One of them is near the flower pot. One is behind the chair. One is above the lamp."

E. Learning the names of opposite words: big/small, fat/skinny, tall/short, fast/slow, early/late, up/down, in/out

1. Look through magazines and find a picture that can be used in a conversation with your child. For example, in a picture of children playing ask: "Do you see the small child? Do you see the big child?"

2. Tell the story of the Tortoise and the Hare." Discuss fast and slow. "Why did the hare think that he could win?" "Does a tortoise run fast or slow?"

F. Learning concepts of taste and touch: sweet, sour, salty, rough, smooth, soft, etc.

1. Put different foods on a plate and let him taste each one. Have him tell you if they are sweet, sour, or salty. Use salt, sugar, honey, ketchup, mustard, etc.

2. Make a collection of many things that feel different: sponge, sandpaper, cotton balls, stone and rocks, fur, feathers, etc. Teach him the words for "hard, soft, rough, smooth, scratchy, etc."

OTHER POINTS TO HELP WITH LANGUAGE DEVELOPMENT

1. While your child is playing by himself or with you or another family member, supply words to describe his actions and what his thoughts might be.

   General guidelines:

   a. Keep vocabulary and sentences simple.
   b. Describe his activites "Go truck, varrooommm."
   c. Name and describe objects he plays with such as "Big truck."
   d. Describe the feelings and thoughts you <u>think</u> your child is having such as "Trucks go fast."

2. Make a conscious effort to provide your child with good language and speech examples. Repeat the same message in many ways. Provide information for him to categorize, store, and eventually use. For example: There goes a truck. It's a dump truck. I wonder what it is carrying."

3. Take his statements and expand them into slightly more complex statements. For example: expand the statement "Fire Engine." to "A big, red fire engine." "It's going to a big fire."

4. Another way to check your child's awareness and understanding of information and to initiate a conversation with him is to ask him questions about a topic or object. Questions should include "who, what, where, when, why, how, or how many?" Ask questions about those things which you know your child is familiar and interested in. offer him choices through your questions; this often helps him formulate the language necessary for his answer. However, don't ask so many questions that your child begins to feel intimidated.

5. When your child uses incorrect language, do not stop him to tell him that he is wrong. Wait until he is finished speaking, then repeat <u>correctly</u> what he said incorrectly. In this way he is hearing the correct way to speak and is not being directly attacked for making an error.

Student's Name	Body Image	Gross Motor	Visual Motor	Visual Memory	Visual Percep.	Symbol Match	SWRL Entry	Auditory Memory	Articula	Labeling	Lang	T S
REGULAR												
Tony	10	7	5	6	7	5.5	14	6	2	3	10	75
Jeremy	11	6	5.5	7	5	4	14	6	2	3	8	71
Amanda	8	6	4	5	5	6	16	10	2	3	10	75
Chris	9	5.5	3	7	3	4	16	8	2	3	10	70
Mary	10	6.5	4.5	5	3	5.5	15	8	2	2.5	10	72
ECLD												
Jessica	9	6	.5	6	5	5	11	0	2	3	10	57
Robert	10	7	5	4	2	5	10	8	2	3	10	64
Erica	9	7	1.5	7	6	4	12	8	2	3	8	67
Clifton	8.5	6	1	4	4	4.5	17	8	2	2.5	0	57
T & C												
Dennis	5	0	0	4	3	3	8	0	0	2.5	0	25
Robert	1	3	0	5	1	0	2	0	0	2	2	16
Misty	1	1	1	1	2	0	7	4	2	2.5	2	23
SPEECH												
David	6.5	5.5	5.5	6	4	5.5	8	0	0	2.5	0	43
Phil	8.5	3	5	7	6	6	17	0	0	3	0	55
Cecil	9	6.5	2	6	5	3.5	15	0	2	3	2	54
Ed	7.5	6.5	3.5	2	4	5	19	8	0	3	6	64
EE												
Carolyn	11.5	6.5	5	4	8	8	2			3	10	93

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TIME LINE

PUBLIC RELATIONS ITEMS

RELATED CORRESPONDENCE

KINDERGARTEN SCREENING

TIME LINE

WHEN	WHAT	WHO
March 5	Duplicate materials (to printer) (poster information to South)	Gary Molnar
March 12	Solicit volunteers	Send letter to principals to have them, teachers, PTA. to get volunteers.
Week of March 26	Role Instructions for secretaries Role Instructions for Nurses Role Instructions for Sp. Pathologists	Gary Molnar Judy Rhoades John Clark
Week of March 26	Send materials to schools	Gary Molnar
Week of April 2	PR notices paper/radio. Letters to nursery and parachial schools	Kelly Kavanaugh Gary Molnar
Week of April 9	Meeting with teachers Posters to teachers	Discuss training volunteers Gary Molnar
Week of April 9	Send flyers home	Principals
April	Parents call for appointment	
Week of April 25	Meet with volunteers	Teachers
One Week before Registration Date	Parents notified of appointment	School Secretary
Weeks of April 30-May 7	Screening	
Week of May 16	Letter to principal and secretary continue to register Critique sent to team members	Call Sherry Turvy with name and number Gary Molnar
August 21, 22, 23	Fall make-up	

Springfield City Schools

SCHOOL ADMINISTRATION BUILDING
49 EAST COLLEGE AVENUE
Springfield, Ohio 45504
1-513-328-2110

STUDENT SERVICES

Cynthia H. Reighard, Ph. D.
Coordinator, Student Service

Dear Parents:

It's time to think about registration for kindergarten - which will be by appointment only! Both the child and his/her parent need to plan to come to school and stay for at least one hour.

Registration activities will include:

- a review of your child's health and immunization records by the school health nurse
- an explanation of the kindergarten program, which will offer the opportunity to ask questions of concern to you and your child.
- a meeting with your child's teacher
- a screening of your child's skills, important for kindergarten

Screening results will help the kindergarten teacher develop a better program for your child. These results will be given to you along with recommendations concerning ways you can work with your child this summer to help him/her get off to a good start in the fall.

The review of your child's health record will enable the nurse to tell you which immunizations your child must receive in order to enter school.

COMPLETION OF IMMUNIZATION AND SCREENING ARE REQUIRED FOR PARTICIPATION IN KINDERGARTEN.

In order for your child to attend school, pre-registration and the screening must be completed during the one or two days scheduled at your school.

CALL YOU SCHOOL AT 328-_____ BEFORE APRIL 27 FOR AN APPOINTMENT.

If you do not have a phone or cannot call, please return the bottom of this letter to the school your child will attend. An appointment time will be assigned. You will be notified of this time by mail. Parents whose work schedule conflicts with the screening times are encouraged to call, as soon as possible, so that every effort can be made to schedule an appointment time at your convenience. If you do not have a child entering kindergarten next fall, please give this letter to a friend or neighbor who may need it.

YOUR SCHOOL PRINCIPAL

* *

KINDERGARTEN REGISTRATION AND SCREENING

Child's Name _____ Date of Birth _____

Parent's Name _____ Phone Number _____

Address _____

Kindergarten, screening, registration

Kindergarten screening and registration for children entering the Springfield City Schools next fall will be from April 30 to May 5.

Parents should call their neighborhood school by April 27 for an appointment. Children must be 5 years old by Sept. 30 to enroll in kindergarten.

The screening and registration dates at the city elementary schools are as follows: Grayhill and Highlands, April 30; Fulton, May 2-3; Emerson and Mann, May 4; Snyder Park, May 4; Kenwood and Lagonda, May 7; Warder Park, May 9-10; Lincoln, May 10; and Snowhill, May 10-11; Perrin Woods, May 14-15.

Registration, which will take about an hour, includes a review of the child's health and immunization records, tests of the child's skills needed for kindergarten, a meeting with the child's teacher, and an explanation of the kindergarten program, according to Gary Molnar, chairman kindergarten screening.

For more information about registration and screening, call the neighborhood school or 328-2110.

A parent volunteer tests a child for visual memory and perception during kindergarten screening and registration last year at Highlands Elementary School.

Screening continues

Shopper 5-10-83

Parents who missed kindergarten screening at some city elementary schools last week are urged to call Horace Mann or Simon Kenton elementary schools for an appointment.

Those schools which have held screening and registration include Fulton, Grayhill, Highlands, Emerson, Lagonda, Snyder Park, Lincoln and Kenwood.

Schools which are screening this week include: Simon Kenton, Tuesday and Wednesday; Perrin Woods, Wednesday; Snowhill, Wednesday and Thursday morning; Horace Mann, Thursday and Friday; and Warder Park, Thursday and Friday. Parents are to call those schools at once for an appointment.

The registration includes a check of health and immunization records and a screening of kindergarten readiness.

Preschool health check continues

Kindergarten screening and registration is May 2-13 at all Springfield elementary schools. The Screening includes a preschool health check of speech, hearing, vision and other physical or developmental problems.

The registration schedule: Fulton, May 2-3; Grayhill, May 2; Highlands, May 3; Emerson, May 4-6; Lagonda, May 4-5; Snyder Park, May 4-5; Lincoln, May 6; Kenwood, May 9-10; Simon Kenton, May 10-11; Perrin Woods, May 11; Snowhill, May 11-12; Horace Mann, May 12-13; Warder Park, May 12-13.

Emerson, Snyder Park, Kenwood and Snowhill only have morning sessions scheduled the last day.

For more information, contact Gary Molner at 328-2118 or the elementary school principal.

Shopper May 10

Kindergarten registration to begin

Shopper 4-26-83

Kindergarten screening and registration for next fall will be May 2-13 for children who will attend the Springfield City Schools.

Children who will be five by September 30 are eligible to attend kindergarten.

According to school officials, about one hour is needed to review the child's health and immunization records, to screen the child's skills needed for kindergarten, to meet with the child's teacher and to hear an explanation of the kindergarten program.

The registration calendar includes: Fulton, May 2-3; Grayhill, May 2; Highlands, May 3; Emerson, May 4-6; Lagonda, May 4-5; Snyder Park, May 4-5; Lincoln, May 6; Kenwood, May 9-10; Simon Kenton, May 10-11; Perrin Woods, May 11; Snowhill, May 11-12; Horace Mann, May 12-13; Warder Park, May 12-13.

Emerson, Snyder Park, Kenwood and Snowhill have only morning sessions scheduled on their last days of screening.

Parents must call their neighborhood school for an appointment by April 29.

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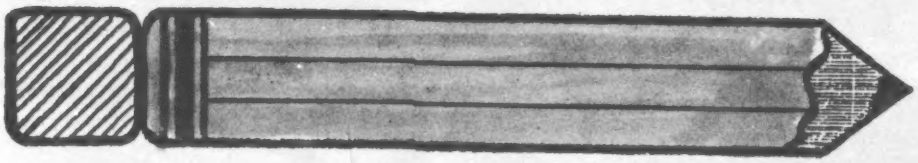
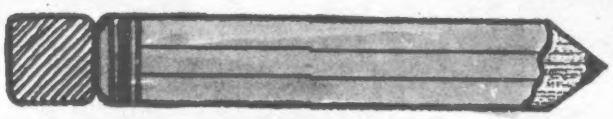
SCS SPRINGFIELD CITY SCHOOLS

Is Your Child Ready FOR KINDERGARTEN? . . .

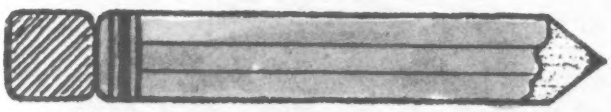


Kindergarten Registration and Screening

April 30 - May 11, 1984



Required for Fall Enrollment



Call your neighborhood school for an appointment by April 27, 1984

Springfield City Schools
SCHOOL ADMINISTRATION BUILDING
49 EAST COLLEGE AVENUE
Springfield, Ohio 45504
1-513-328-2110

STUDENT SERVICES

Dear

We look forward to meeting you and working with your child next year. In order for your child to attend kindergarten, the following must be completed:

1. registration
2. screening
3. proper immunizations

This letter is to confirm your child's appointment for kindergarten registration and screening.

Come to _____ School at: _____ on _____
(time) (day)

_____.
(date)

You and your child should be prepared to stay at least one hour.

Please bring the following:

1. records of immunization
2. birth cerficate
3. completed enclosed forms (Kindergarten Entrance Registration and School Health Service)

If you have any questions, feel free to call _____.

_____
(Principal)